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Course Profiles

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ssical Studies and International Languages

Course Profile

International Languages

Level 4
University Preparation
LWIDU (Italian)

• *for teachers by teachers*

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This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

BEC-9121 OHEC

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Acknowledgments

Catholic Curriculum Cooperative Writing Partnership – International Languages (Italian), Level 4

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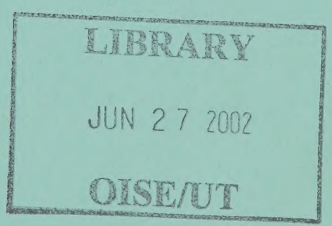

Course Overview
International Languages, LWIDU (Italian), Level 4, University Preparation

Prerequisite: International Languages (Italian), Level 3, University Preparation
Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies* and *International Languages, 2000*

Course Description

This course prepares students for university studies in the Italian language. Students will enhance their ability to use the language with clarity and precision and they will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, write clearly and effectively. Students will also have opportunities to add to their knowledge of the Italian culture and the countries where Italian is spoken through the use of community resources and computer technology.

How This Course Supports the Ontario Catholic School Graduate Expectations

The study of the Italian language helps students become effective communicators; more reflective, critical, and creative thinkers; as well as discerning believers. The graduate will respect and affirm the diversity and interdependence of the world's peoples and cultures. As a life long learner and responsible citizen, the graduate will also be able to make appropriate decisions in light of Gospel and Church teachings.

Course Notes

Teachers should address school and board policies regarding safety, acceptable use of the Internet, and proper use of audio-visual equipment. On-going activities should reflect awareness of violence prevention and avoidance of bias within the learning environment. Teachers, in conjunction with special education teachers, will accommodate individual student needs. Cross-curricular integration will assist students in making connections to other disciplines.

Units: Titles and Time

Unit 1	La sfida del futuro	20 hours
Unit 2	Il mondo chi lo cambierà?	21 hours
Unit 3	Aggiorniamoci!	23 hours
* Unit 4	Affrontare i problemi	22 hours
Unit 5	Cenni letterari	24 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: La sfida del futuro

Time: 20 hours

Unit Description

This unit provides students with a comprehensive review of Italian, Level 3, University Preparation. Students examine what their future may hold. They view the world as a place that is full of hope, an essential element for their future challenges/endeavours. This unit's activities lay the foundation for co-operative learning, whereby students learn to respect life, the future, the rights and responsibilities of all people, the value of work, and the rewards of volunteer work in our evolving world.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	L1V.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01,.02, RE1.02, CGE1g,1i,2b,3d,4e, 4g,7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Benvenuti al futuro* - *Ripassare il futuro semplice e di probabilità ed il condizionale presente* - *Ripassare ed elaborare il vocabolario del lavoro, professioni e carriere* - *Ripassare e discutere l'importanza del lavoro di benevolenza* - *Raccogliere informazioni sulle università attuali* - *Immaginare un' università ideale del futuro*
2	L1V.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02, RE1.02, WR1.01,.02,.03,.04 CGE1d,3b,4b,4c,7a	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Non vedo l'ora!* - *Ripassare i sostantivi regolari ed irregolari ed il comparativo/il superlativo degli aggettivi* - *Creare un annuncio pubblicitario sull'università ideale*
3	LIV.01, REV.01, SPV.01, WRV.01, LI1.01,.02, SP1.01,.02, RE1.02,.04, WR1. 01,.02,.03,.04 CGE1d,3b,5c,7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Ritornare al futuro* - *Ripassare i pronomi, gli aggettivi, i possessivi e le preposizioni articolate* - *Insegnare il vocabolario che riguarda i prodotti del futuro* - *Creare un prodotto futuristico come per esempio un elettrodomestico, le macchine piegabili, ecc.*
4	REV.01, WRV.01, RE1.03, WR1.01,.02,.03,.04 CGE1c,1e,1h,1j,4a, 6c,7d,7f	Knowledge/ Understanding Thinking/Inquiry	*Verso un mondo ideale* - *Insegnare il futuro anteriore dell' indicativo ed il suo uso nelle frasi di probabilità ed il condizionale passato* - *Insegnare i nomi e gli aggettivi alterati* - *Scrivere un tema: "Il mio mondo ideale..."*

5	LIV.01, REV.01, SPV.01, WRV.01, LI1.01,.02, SP1.01,02,.03, RE1.02,.03,.04,.05 CGE1a,1d,3a,5d,7e, 7h	Knowledge/ Understanding Thinking/Inquiry Application	*Scoprire l' Atlantide virtuale* - *Discutere "l'Atlantide"* - *Creare e presentare un mondo subacqueo virtuale e tridimensionale usando il computer*

Unit 2: Il mondo chi lo cambierà

Time: 21 hours

Unit Description

This unit invites students to evaluate, explore, and justify possible Christian solutions to the challenges/ dilemmas/problems that are prevalent in our world. Global differences and diversities are examined. Students begin to explore the subjunctive mood. Among other tasks, students prepare and participate in an oral debate regarding an issue of global perspective. Students apply appropriate strategies to locate, read, and understand information founded on universal values of peace, justice, and solidarity.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, REV.01, WRV.01, LI1.01,.02,.03, RE1.01, WR1.01,.03,.04 CGE2b,4b, 5g,7b	Knowledge/ Understanding Thinking/ Inquiry Application	*"La politica"* - *Ripassare il presente dell' indicativo ed il passato prossimo dell' indicativo* - *Insegnare il vocabolario dell' ambiente fisico e politico del mondo* - *Fare una ricerca sull' uso del congiuntivo nelle riviste e nei giornali elettroniche*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.03,.04, RE1.02,.04, WR1.03,.04 CGE1d,1h,1i,2a,2c, 4d,4f,5e,6e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Dire sul serio* - *Insegnare le espressioni che esprimono emozione, dubbio, credenza, speranza; espressioni impersonali; le congiunzioni ed il presente del congiuntivo* - *Intervistare un leader di una nazione preferita tramite una teleconferenza*
3	LIV.01, REV.01, WRV.01, LI1.01, RE1.02,.03, WR1.01,.02,.03,.04 CGE1d,2b,3f,4d,7e	Knowledge/ Understanding Thinking/ Inquiry Application	*Prodotti "Made in..."* - *Insegnare il congiuntivo passato* - *Scrivere un saggio su un prodotto biochimico che abbia contribuito al benessere pubblico*
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.02,.03,.04, RE1.02,.05, WR1.03,.04 CGE1b,1d,1g,3c,5a, 5b,5f,7c,7e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Un dibattito tra amici* - *Continuare lo studio del congiuntivo presente e passato* - *Sostenere una discussione su un problema mondiale attuale*

Unit 3: Aggiorniamoci!

Time: 23 hours

Unit Description

Students examine and appreciate the diversity of the media particularly in the Italo-Canadian and Italian world. Exploration of radio, television, newspapers, magazines, theatre, and the Internet enhances their knowledge and understanding of the cultural life of all Italians. Students integrate their Catholic faith in an analysis/critical review and presentation of a media venue. The creation of a cyberspace newspaper or magazine allows students to take initiative and demonstrate Christian leadership.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1.01,.03, RE1.02,.04, WR1.01,.03,.04 CGE1c,1i,2e,3e,4h,6e	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*I gusti diversi* - *Insegnare il vocabolario collegato ai mass media* - *Fare una ricerca ed un rapporto sui gusti dei mass media*
2	LIV.01, REV.01, WRV.01, LI1.01,.02, RE1.02, WR1.01,.02,.03,.04 CGE1c,1d,2b,2c,3b,3e, 4c	Knowledge/ Understanding Thinking/ Inquiry Communication	*Che notizia bomba!* - *Ripassare gli aggettivi dimostrativi ed insegnare i pronomi dimostrativi* - *Creare un giornale o una rivista tramite lo spazio cibernetico*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01, RE1.02 CGE1e,1f,6b,6d,7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*La musica nell'anima* - *Ripassare l'infinito* - *Insegnare il gerundio ed i tempi progressivi* - *Ricercare un esempio di poesia e di preghiera italiane sull' Internet, adattarlo alla musica o al ballo e presentarlo*
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01, RE1.02, WR1.01,.02,.03,.04 CGE1c,2e,5h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Essere in gamba* - *Ripassare l'imperfetto dell' indicativo e indicare l'uso della terza persona plurale dei verbi ed il "si" riflessivo come voce passiva* - *Insegnare il trapassato prossimo dell' indicativo e la voce passiva nel presente, nel passato e nel futuro* - *Creare un manuale di direttive che illustri come si comunica effettivamente nel mondo tecnologico*

5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02, SP1. 01,.02,.03,.04, RE1.01,.02,.04, WR1. 01,.02,.03,.04 CGE1d,2a,2c,3f,5b	Knowledge/ Understanding Communication Application	*Il piccolo, il grande ed il brutto* - *Fare una critica di un mezzo di comunicazione preferito, ad esempio, un' emissione televisiva, un dramma o un video musicale, ecc.*

Unit 4: Affrontare i problemi

Time: 22 hours

Unit Description

This unit provides opportunities for students to respect historical and cultural differences in today's changing world by engaging in futher problem solving. Further study of the subjunctive includes activities to promote its use. Students research Catholic social teaching about equality, democracy, and solidarity, and present their research in an oral format.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.03, RE1.02,.04, WR1.01 CGE1h,2b,2d,3c, 6a,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Qualcosa non va!* - *Ripassare i numeri cardinali oltre 1.000* - *Insegnare i numeri ordinali e alcune abbreviazioni come per esempio, ONU* - *Ricercare alcuni problemi sociali nel mondo e discuterne*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2c,3b, 3c,4a,6c,7c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*Il potere del telecomando* - *Insegnare l'imperfetto del congiuntivo ed il trapassato del congiuntivo* - *Creare situazioni ipotetiche nelle quali si discutino soluzioni possibili nel prossimo secolo e presentarle in un video-documentario*
3	LIV.01, REV.01, WRV.01, LI1.01, RE1.01,.03,.05, WR1.01,.02,.03,.04 CGE1i,2c,3b,4c,5c, 6c,7a,7d	Knowledge/ Understanding Thinking/ Inquiry Application	*Come andrà a finire?* - *Insegnare il vocabolario collegato alla storia del nostro pianeta e del mondo italiano* - *Insegnare il periodo ipotetico e spiegare l'uso sia dell' indicativo sia del congiuntivo* - *Insegnare l'uso del congiuntivo in certe locuzioni avverbiali (sebbene, prima che, purché, ...ecc.)* - *Scrivere un tema su "se fossi un personaggio storico, ..." usando frasi semplici e composte*

4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01.,02,.03, SP1.01,.02,.03,.04, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2e,3f, 4g,5c,6c,7e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*I fatti nostri* - *Ripassare il congiuntivo* - *Insegnare la concordanza dei tempi dei verbi ed il plurale dei nomi di doppio significato, per esempio, 'muri/mura'* - *Creare un libro parlante (registrato), per esempio, "Se potessi costruire una muraglia intorno alla tua nazione, a chi permetteresti/non permetteresti entrare?"*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03,.04, .05, RE1.02,.05, WR1.01,.02,.03,.04 CGE1d,2c,3c,3f,4a, 5g,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*C'è da dire* - *Scrivere e presentare un discorso su un problema sociale attuale suggerendo alcune soluzioni plausibili*

Unit 5: Cenni letterari

Time: 24 hours

Unit Description

Through a comparative study of genres, in modern Italian literature (short stories, plays, novels, and poetry), students gain an appreciation of Italian culture around the world. Analysis of the characters, the plot, and the themes allows students to gain a more thorough understanding of the culture and era under study. Students apply appropriate strategies to read, understand, interpret, and create a short story which demonstrates Gospel moral values, i.e., forgiveness, love thy neighbour, etc. Research is based on a global perspective using technological resources while exercising Christian leadership.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.02, RE1.01,.02,.03,.04,.05 CGE1h,2b,3c,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Ti piace leggere?* - *Ripassare il vocabolario collegato alla letteratura* - *Presentare e studiare i vari generi di letteratura, per esempio: novelle, romanzi, opere di teatro e poesie*
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.02,.03, SP1.01,.04, RE1.03 CGE1d,1j,2c,3b,4g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Ficcanasi?* - *Insegnare l'uso del discorso indiretto* - *Presentare alcuni personaggi di un' opera letteraria studiata e spiegare come si sono risolti i loro problemi*

3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01,.04, RE1.01,.02,.03, CGE1i,2e,3b,4b,5g,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Vari personaggi, varie personalità* - *Insegnare i proverbi* - *Drammatizzare/adattare un capolavoro letterario moderno*
4	REV.01, WRV.01, RE1.01,.03,.05, WR1.01,.02,.03,.04,.05 CGE1d,2e,3f,5g,7f,7g	Knowledge/ Understanding Thinking/Inquiry Application	*L'uno o l'altro* - *Fare uno studio contrastante sui generi di letteratura studiata*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.02, SP1.01,.04, RE1.02,.03,.04,.05, WR1.01,.02,.03,.04,.05 CGE1a,1h,1j,2c,3a,3d,4a, 5c,6c,7e,7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Che spettacolo?!* - *Creare/scrivere e presentare una propria novella o dramma*

OSS Policy Considerations

Teachers will refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*. The teacher reviews the necessary language structures in order to give students the basis for a successful learning experience. Any resources to support anti-discrimination education, equity/social justice issues, career goals/cooperative education, community partnerships, and faith development will support many of the Ontario Secondary School Policies as well as The Ontario Catholic School Graduate Expectations. Teachers will be familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*.

Course Evaluation

At the end of this course, teachers have the opportunity to assess the overall effectiveness of their programs. Student evaluation forms may be used to gather information on how to modify the program for student success. Teachers review the content and the instructional and assessment strategies at the end of the course in order to revise the Italian program to improve student achievement of the expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies should be used to sustain student interest and maximize learning. All types of learners are to be accommodated. Teaching and learning strategies reflect a balance of independent, collaborative, and teacher-directed activities. Activities are relevant and motivating and allow for student creativity. Resources used (Internet, video, and print) are to be previewed before use. Information technology resources have been included for all units in the Overview.

Assessment & Evaluation of Student Achievement

Teachers should assess what students learn and provide opportunities for students to examine and reflect on their personal values, abilities, and aspirations and on how they influence life's choices and opportunities. Students need a variety of opportunities to demonstrate their knowledge and skills. Teachers should use a variety of techniques to assess and to evaluate these performances of learning, e.g., portfolios, journals, tests, checklists, rubrics, etc. Teachers should use a repertoire of assessment techniques, including diagnostic, formative, and summative assessment to ensure student achievement of Ministry and *Ontario Catholic School Graduate Expectations*.

Reporting Student Achievement

A final grade is recorded for each Italian course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- **70%** of the grade is based on assessments and evaluations throughout the course,

- **30%** of the grade is based on a final evaluation in the form of an examination, performance, or other method of evaluation and is administered near the end of the course. It should assess the three strands of Oral Communication (Listening and Speaking), Reading, Writing.

The final mark should reflect the expectations of the three strands: Oral Communication (Listening and Speaking), Reading, Writing in a balanced way.

Accommodations

Teachers are expected to be acquainted with students' Individual Education Plans (IEPs), the unique learning characteristics of their individual students, and to make the necessary accommodations.
In order to meet the needs of these students, a variety of strategies, techniques, or resources may be used (e.g., use cue cards, pair students according to task, use alternate formats for written tests, etc.). Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

Teachers should:

- consult with Special Education personnel while reviewing Individual Education Plans (IEPs) of students with special needs, noting recommendations and accommodations for all identified students;
- prepare to offer alternative formats for assignments and presentations. These may include pre-recorded audiocassettes, videotaped conversations, the use of a script, etc.;
- refer to IEPs for recommendations and accommodations when assessing and evaluating students identified with special needs;
- arrange on-going extra opportunities for the reinforcement of vocabulary and grammatical structures;
- sensitively select partners allowing one student's strengths to compensate for another student's challenges;
- provide enrichment opportunities.

Resources

Specific resources for the units and activities have been included. **Note:** Community resources are also very useful: community organizations, cultural and ethnic clubs, embassies, consulates, travel agencies, newspapers, libraries (city, university, college), churches, The Canadian Legion, Rotary Clubs, women's groups, radio and television stations, theatres and native speakers (from the community or within the schools), bookstores, and the Internet.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Print

Abiuso, Giuseppe, Elaine Abiuso, Michele Giglio, and Fenisia Giglio. *Il Milione di Marco Polo*. Mississauga, Ontario: Copp Clark Ltd., 1995. ISBN 0-8442-8024-0

Abiuso, Giuseppe and Michele Giglio. *Le Avventure di Pinocchio*. Mississauga, Ontario: Copp Clark Ltd., 1995. ISBN 0-8442-8023-2

Alessandroni, Daniela and Sabrina Cittadini. *Made in Italy-Letture verso il 2000*. Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-190-0)

Applebaum, Stanley. *Eleven Short Stories-Undici Novelle, Luigi Pirandello*. New York: Dover Productions, Inc., 1994. ISBN 0-486-28091

Branciforte, Suzanne and Anna Grassi. *Parliamo Italiano!* Boston: Houghton Mifflin Co., 1998. (textbook) ISBN 0-395-75767-3

Branciforte, Suzanne and Brian Rea O'Connor. *Parliamo Italiano! A Communicative Approach*. Boston: Houghton Mifflin Co., 1998. (workbook) ISBN 0-395-75768-1

Cancellotti, Daniela and Cristina Zanoni. *Fabbricato in Italia-An Italian varieties reader*. Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-062-9

Chiuchiù, Angelo, Fausto Minciarelli, and Marcello Silvestrini. *In Italiano. Grammatica per Stranieri.* Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-078-5 (Volume 1), ISBN 88-7715-079-3 (Volume 2)

Costamagna, Lidia. *Cantare l'italiano-Materiali per l'apprendimento dell'italiano attraverso le canzoni.* Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-045-9

Del Rosso, Rebecca and Nivia Guerrini, and Donatella Sommati. *Insieme alle soglie congiuntivo.* Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-114-5

Fournier, Doriana Provvedi. *Voci d'Italia Series, Immagini D'Italia*. Lincolnwood, Illinois: National Textbook Company, 1988. ISBN 0-8442-8092-5

Gavazzi, Elena and Giacomo Vittorio Paolozzi. *Le Regioni d'Italia*. Italy: Istituto Geografico de Agostino s.p.a., 1990.

Gozzano, Guido. *Tutte le poesie. La via del rifugio, I colloqui, Le farfalle, Poesie sparse*. Roma: Grandi Tascabili Economici Newton, 1993. ISBN 88-7983-017-1

Hall, Robert A., Jr. *Italian Stories, Novelle Italiane. 11 short stories by Macchiavelli, Pirandello, Moravia and others*. New York: Dover Publications, Inc., 1989. ISBN 0-486-26180-8

Ignone, Anna and Carla Rosati. *Parlare in italiano. Stimule per la produzione orale*. Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-217-6

La Sacra Bibbia. Milano: Edizione Paoline, 1985.

Ontario Ministry of Education and Training. *You and the job market: Quick reference to today's job market for career counselling and career planning*. 1997.

Ponti, Antonio Carlo. *Poesia italiana (1224–1961) Un'Antologia*. Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-223-0

Posterino, Nancy. *Forza! Tre*. Australia: A division of Reed International Books Australia Pty Ltd., 2001. ISBN 1876-209-67-4 (text), ISBN 1876-209-68-2 (workbook)

Reale, Luigi M. *Dentro il tempo. Antologia minima della letteratura italiana.* Welland, Ontario, Canada: Edizioni Guerra, (Distribution in North America - éditions SOLEIL publishing inc.) 1997. ISBN 88-7715-177-3

Sedunary, Michael. *Forza! Due*. Australia: A division of Reed International Books Australia Pty Ltd., 1998. ISBN 1876209003 (text), ISBN 18762-0901-1 (workbook)

Possible Readers

(Students are expected to read a minimum of 200 pages of text: 100 intensive and 100 extensive as required for International Languages, Level 4, University Preparation)

Boccaccio, Giovanni. *Andreuccio da Perugia*. Toronto, Ontario: Irwin Publishing-EMC Corporation, 2001. ISBN 0-88436-049-0

Buzzati, Dino. *La boutique del mistero.* Toronto, Ontario: Irwin Publishing-EMC Corporation, 2001. ISBN 0-88436-746-0

Calvino, Italo. *Marcovaldo*. Toronto, Ontario: Irwin Publishing-EMC Corporation, 2001. ISBN 0-88436-933-5

Campanile, Achille. *Il segreto e altri racconti*. Toronto, Ontario: Irwin Publishing-EMC Corporation, 2001. ISBN 0-8219-1066-3

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Santuario Madonna di Fatima. PP Rogazionati 70059 Frani (Bari), Italy.

Tandem – www.tandemnews.com/ Toll free 1-888-657-9899, Fax 1-905-573-9996

Internet -*Please note that these sites are in no particular order.

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Italy – Culture and History	www.defusco.ch/en2_italy.html
Italian Culture	http://bubl.ac.uk/link/i/italianculture.htm
Luigi Pirandello	http://collaboratory.numet.net/goals2000/eddy/Pirandello/Author.html
Italian Literature	www.nyu.edu/library/bobst/research/hum/italian/it-digi.htm
Language Sites for Italian	http://geocities.com:0080/~oberoi/language.html
The Home of Italians on the Net	http://www.tricolore.net/
Yahoo Italia!	http://www.netxas.com/~salvucci/VTLhome/html
Italian Cultural Institute's website (Toronto)	http://www.italian-american.com/
The Italian American Website of New York	http://www.bellaonline.com/food
Association of Italian Canadian Writers	members.tripod.com/~verdicchio/ItalianCanadian.html
Italy - Culture and History	www.defeusco.ch/en2_italy.html
Italian Culture	bubl.ac.uk/link/i/italianculture.htm
Biblioteca dei Classici della Letteratura	www.fauser.it/biblio/
Istituto Italiano di Montreal	www.italcultur-qc.org/Istituto/progit.htm
Google Search Engine (Italy and Italians)	www.google.com

Italy	www.virgiglio.it
Catholic Encyclopedia: Domenchino	www.newadvent.org/cathen/05102b.htm
Italink	www.italink.on.ca/cgi/italink
Italian Film Society of Canada	www.italianfilms.com
Canadian Content Programs (Italian Shows)	www.tlntv.com/CANADIAN%CONTENT.htm
Italia Mia, the portal for Italians in the world	http://www.italiamia.com
Spazio Libero-Cultura, Attualità, Arte e Politica	www.cidadaniaitaliana.com/
Chiaroscuro: Italians in Toronto	www.tgmag.ca/magic/mt42.html
The Resource for Italians, Italian Americans and enthusiasts of Italian culture	www.virtualitalia.com
Padre Pio	www.vocedipadrepio.com
Italy Press: Women Poets	www.italicapress.com/index52.html
Multi-Cultural Books and Videos	www.multiculbv.com
American Council on the Teaching of Foreign Languages	www.actfl.org
Canadian Space Guide	www.spacejobs.com/index.html
OMLTA	Webhome.indirect.com/~omlta/
An elegant multi-lingual search engine	www.google.com
Language Translation	www.logos.itdictionaries.trav/ang.com
National Geographic Society Online	www.nationalgeographic.com
Electronic Embassy	www.embassy/org/
Hyperhistory	www.hyperhistory.com
History Links	www.ukans.edu/history/VL
United Nations	http://www.pbs.org/tal/un
Dictionaries	www.onelook.com
Canadian Museum of Civilization	http://www.civilization.ca
Canadian Universities	Myfuture.ca
L'Osservatore Romano (newspaper from Vatican)	www.vatican.va/news_services/or/admin/rom_eng.html
Edicola (Quotidiani nazionali - La Repubblica, Italia Oggi, etc.)	www.paginetessili.it/link/edicola.htm
L'informagiovani… Mass Media online (Il manifesto, Il Messaggero, Il Popolo, La Repubblica, Il Tempo, etc.)	http://www.informagiovani.it/infmedia.htm
Catholic Newspapers/Radio	http://www.catholicnewspapers.com
Newspapers, Italy (all regions)	www.start4all.com/newspapers/italie.htm
Catholic Online Media	www.catholic.org/media/colmedia.htm/
La Famiglia Cristiana (magazine)	www.stpauls.it/fc97/default.htm
Messaggero di Sant'Antonio (magazine, etc.)	www.mess-s-antonio.it
Corriere della Sera	http://www.corriere.it
Pier 21	http://pier21.ns.ca/naples/history-eng.html
General History	http://collections.ic.gc.ca/seeds/seeds/iii/34/history3.html
Italy	http://collections.ic.gc.ca/heirloom-series/volume7/countries/italy.html

Appendix 1

Professioni e carriere

la professione	la carriera	il mestiere	l'ufficio	l'uomo/la donna d'affari
la fabbrica	l'operaio	il pensionato	il contadino	l'artigiano
la casalinga	l'avvocato	il vigile del fuoco	l'ingegnere	il/la giornalista
il ragioniere/ la ragioniera	l'astronauta	il postino	il pilota	il veterinario
il bibliotecario	lo scienziato	il marinaio	l'idraulico	il falegname
l'architetto	il/la musicista	il/la cantante	l'artista	il medico
l'infermiere	il dentista	lo scrittore	lo stilista	il vigile urbano
il meccanico	il poliziotto	l'attore/l'attrice	il camionista	il professore
l'insegnante	il macellaio	l'elettricista	il pescatore	il tassista
il calzolaio	il sacerdote	la suora	la sarta	il commesso
il produttore	il regista	il pittore	il manager	il parrucchiere
l'imbianchino	il barbiere	l'agente di viaggi	il cuoco	il notaio
il perito	l'agente immobilario	il proprietario	il muratore	l'interprete
l'autista	il portinaio	l'impiegato	il dottore	la dottoressa
il soldato	il giocatore	l'arbitro	l'allenatore	il direttore
la direttrice	il ballerino	il giudice	il poliziotto	il segretario/ la segretaria
il cameriere	lo spazzino	lo stipendio		
diventare	svolgere un attività	guadagnare	realizzarsi	

Appendix 2A

L'ambiente politico

le Nazioni Unite	il presidente	il pubblico	l'esercito	il ministro	la stabilità	il corpo elettorale
la scheda	il votante	l'ideologia	la polizia	il voto	il passaporto	la legge
il visto	l'emigrante	l'immigrante	la giustizia	l'autorità	la sicurezza	eleggere
le elezioni	la democrazia	il comunismo	il socialismo	il dittatore	la camera dei deputati	il deputato
il leader	il commissario	la vittima	il soldato	il consigliere	la monarchia	il governo
la guardia	l'economia	la repubblica	il detenuto	il prigionero	governare	la politica
il magistrato	la guerra	la pace	l'odio	l'amore	il terrore	lo scrutinio
il senato dei deputati	il senatore	il parlamento	la maggioranza	la campagna elettorale	il comizio	l'adunanza
la seduta	la riunione	la conferenza	la propaganda	la parola d'ordine	la manifestazione	
il tabellone elettorale	il braccio di ferro	il provacatore	il segretario	lo scrutatore	la disoccupazione	
il registro elettorale	la cabina	l'urna	la Croce Rossa	rassegnare le dimissioni	la benevolenza	
la dottrina	il sindicato	il reddito	il salario	la retribuzione	lo sciopero	
la costituzione	il partito	il popolo	il cittadino	il potere	la crisi di governo	
il disordine	il sistema	l'inquina-mento	la droga	attuale	affrontare	
impegnarsi	garantire	la regione	la provincia	il comune	la magistratura	
il visto (consolare)	il giudice	l'ospedale	l'aiuto	il reportage	Il repubblicano	
il democratico	il caos	il socialista	il fascista	il nazista	il nazionalistà	
il comunista	il liberale	il sindaco	il ministro	il capo	il neo-nazista	
il conservatore	il primo ministro	l'assessore comunale	la pace	il debito	il social-democratico	
il capitale	l'ambasciatore					

Appendix 2 B

Studio della pagina Web

Nome _____ Data _____

Scelga un tema/argomento preso dalla pagina Web scelta dal Suo professore. Durante l'indagine, usi questo schema per valutare la pagina Web secondo la facilità di navigazione e di contenuto.

Studio di un tema che conosce bene/poco - Tema scelto_____

Caratteristiche Chiavi _____

La Navigazione

- ❑ Mezzi stabiliti _____
- ❑ Collegamenti chiaramente segnati_____
- ❑ "Home Page" è a portata di mano e facile di raggiungere _____
- ❑ Elementi o colori comuni _____
- ❑ Mappa del luogo è sempre disponibile _____
- ❑ Massimo due collegamenti necessari per arrivare all'obiettivo _____
- ❑ Scelta disponibile per cercare il luogo _____

Contenuto

- ❑ Domande frequentemente fatte_____
- ❑ Preciso e ben investigato _____
- ❑ Comprensione di vasta portata e di alta qualità _____
- ❑ Aggiornato _____
- ❑ I materiali di consultazione sono stati citati _____
- ❑ Altre letture sono disponibili _____

Come valuterebbe questo luogo secondo la Sua ricerca per l'informazione già conosciuta e per lo schema qui annotato?

Dia evidenza per giustificare le Sue conclusioni. È stata utile la Sua informazione? Spieghi! Scriva un paragrafo in forma di reportage valutando la qualità totale della pagina Web.

Appendix 5

Analizzare un saggio letterario

Nome _____ Data _____

Usi lo spazio indicato per valutare il saggio.

A/ Tesi - Scriva la dichiarazione della tesi di questo saggio.

_____

_____

B/ Organizzazione - Usi il seguente schema per fare appunti del riassunto del saggio. Indichi l'informazione di ogni paragrafo.

Paragrafo	Contenuto
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Analizzare un saggio letterario

1. L'autore ha usato la forma di blocco o di punto per punto?

2. L'uso di comparazione (alliterazione, ecc.) è stata una forma efficace per convalidare la tesi? Spieghi.

C/ Conclusione

1. Valuti l'efficacia della conclusione usando una classifica da 1 a 5, con uno per una conclusione debole e 5 per una conclusione eccellente. Classifica _____.
2. Spieghi le Sue ragioni per questa classifica.

Appendix 5A – Rubrica di valutazione del saggio (esposizione scritta)

* This rubric is intended as a formative feedback instrument to enable the student to acquire the highest achievement level.

Categoria/Aspettative/ Criterio	Livello 1 (50-59%)	Livello 2 (60-69%)	Livello 3 (70-79%)	Livello 4 (80-100%)
Knowledge/ Understanding *Comprensione del contenuto* *Conoscenza delle convenzioni linguistiche e della grammatica (es: tempo dei verbi, ortografia, punteggiatura, vocabolario, ecc.)*	- dimostra una comprensione limitata del contenuto - dimostra una conoscenza limitata delle convenzioni linguistiche e della grammatica	- dimostra poca compresione del contenuto - dimostra poca conoscenza delle convenzioni linguistiche e della grammatica	- dimostra sufficente compresione del contenuto - dimostra sufficente conoscenza delle convenzioni linguistiche e della grammatica	- dimostra una grande comprensione del contenuto - dimostra una grande conoscenza delle convenzioni linguistiche e della grammatica
Thinking/Inquiry *Creatività - dettagli creative*	- usa le capacità creative con efficacità limitata	- usa le capacità creative con poca efficacità	- usa le capacità creative con sufficente efficacità	- usa le capacità creative con grande efficacità
Communication *Communicazio-ne della tesi* *Progressione delle idee* *Lo stile di transizione*	- comunica la tesi con chiarezza limitata - presenta le idee in forma illogica - usa uno stile poco chiaro e limitato	- comunica la tesi con poca chiarezza - presenta le idee in forma poca logica - usa uno stile mediocre e poco chiaro	- comunica la tesi con sufficente chiarezza - presenta le idee in forma logica - usa uno stile ordinario e chiaro	- comunica la tesi con molta chiarezza - presenta le idee in forma molta logica - usa uno stile superiore e molto chiaro
Application *L'uso del linguaggio in contesti nuovi* *L'uso di strutture delle frasi e di convenzioni linguistiche* *L'uso di materiali di consultazione* *Il processo di scrittura*	- dimostra un'abilità limitata nel uso del linguaggio in contesti nuovi - dimostra un'abilità limitata nelle strutture delle frasi e nell'uso di convenzioni linguistiche - usa pochi materiali di consultazione - dimostra un'abilità limitata nel processo di scrittura	- dimostra poca abilità nel uso del linguaggio in contesti nuovi - dimostra poca abilità limitata nelle strutture delle frasi e nell'uso di convenzioni linguistiche - usa alcuni materiali di consultazione - dimostra poca abilità nel processo di scrittura	- dimostra sufficente abilità nel uso del linguaggio in contesti nuovi - dimostra sufficente abilità nelle strutture delle frasi e nell'uso di convenzioni linguistiche - usa sufficenti materiali di consultazione - dimostra sufficente abilità nel processo di scrittura	- dimostra una grande abilità nel uso del linguaggio in contesti nuovi - dimostra una grande abilità nelle strutture delle frasi e nell'uso di convenzioni linguistiche - usa molti materiali di consultazione - dimostra una grande abilità nel processo di scrittura

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Coded Expectations, International Languages, Level 4, University Preparation, LBADU-LYXDU

Oral Communication: Listening

Overall Expectation

Overall Expectation

LIV.01 · demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);

LI1.02 – demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);

LI1.03 – demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language.

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation in the international language with accuracy and fluency;

SP1.02 – participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);

SP1.03 – express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and supporting details, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, film scripts);
*__Note:__ students are expected to read at least 200 pages of text (100 intensive, 100 extensive) at this level.

RE1.02 – read aloud with accuracy and fluency;

RE1.03 – demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in ono-fiction works;

RE1.04 – respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;

RE1.05 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);

WR1.02 – express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);

WR1.03 – revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;

WR1.04 – edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);

WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good

Unit 4: Affrontare i problemi

Time: 22 hours

Unit Description

This unit provides opportunities for students to respect historical and cultural differences in today's changing world by engaging in futher problem solving. Further study of the subjunctive includes activities to promote its use. Students research Catholic social teaching about equality, democracy, and solidarity, and present their research in an oral format.

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Focus/Tasks/Activities
1. Qualcosa non va!	3 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01,.02,.04, RE1.02,.04, WR1.01 CGE1h,2b,2d,3c,6a, 7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Ripassare i numeri cardinali oltre 1.000* - *Insegnare i numeri ordinali e alcune abbreviazioni come per esempio ONU* - *Ricercare alcuni problemi sociali nel mondo e discuterne*
2. Il potere del telecomando	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2c,3b, 3c,4a,6c,7c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Insegnare l'imperfetto del congiuntivo ed il trapassato del congiuntivo* - *Creare situazioni ipotetiche nelle quali si discutino soluzioni possibili nel prossimo secolo e presentarle in un video-documentario*
3. Come andrà a finire?	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, SP1.01.,02, RE1.01,.02,.03,.04, WR1.01,.02,.03,.04 CGE1i,2c,3b,4c,5c, 6c,7a,7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Insegnare il vocabolario collegato alla storia del nostro pianeta e del mondo italiano* - *Insegnare il periodo ipotetico e spiegare l'uso sia dell'indicativo sia del congiuntivo* - *Insegnare l'uso del congiuntivo in certe locuzioni avverbiali (sebbene, prima che, purché, ...ecc.)* - *Scrivere un tema su "se fossi un personaggio storico,..." usando frasi semplici e composte*

4. I fatti nostri	5 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1. 01.,02,.03, SP1.01,.02,.03,.04, RE1.02,.04, WR1.01,.02,.03,.04 CGE1d,1e,1h,2e,3f, 4g,5c,6c,7e,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Ripassare il congiuntivo* - *Insegnare la concordanza dei tempi dei verbi ed il plurale dei nomi di doppio significato, per esempio, 'muri/mura'* - *Creare un libro parlante (registrato), per esempio, "Se potessi costruire una muraglia intorno alla tua nazione, a chi permetteresti/non permetteresti entrare?"*
5. C'è da dire	4 hours	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.02,.03, SP1.01.,02,.03,.04, RE1.02,.05, WR1.01,.02,.03, .04,.05 CGE1d,2c,3c,3f,4a, 5g,7f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	- *Scrivere e presentare un discorso su un problema sociale attuale suggerendo alcune soluzioni plausibili*

Unit Planning Notes

- Refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000*, document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- Prepare language/vocabulary worksheets and diagnostic quizzes to assess verb forms.
- Prepare and/or find pictures to represent new vocabulary.
- Prepare the criteria checklists prior to introducing the unit and assessment sheets and/or rubrics for the assessment of oral and written activities.

Teaching/Learning Strategies

A variety of teaching and learning strategies have been provided to maintain the interest of the students and maximize success for all types of learners.

- The teacher pre-teaches/reviews functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed in this unit.
- Teaching and learning strategies used for the whole class are brainstorming, problem solving, general discussion, presenting/introducing.
- Other teaching and learning strategies are collaborative/cooperative learning, interviewing, reporting, Internet searching, and videotaping.
- Students use appropriate language structures in all three strands.
- The teacher tests vocabulary, verb tenses, and language conventions.
- The teacher provides listening comprehension activities that increase in complexity and establishes the use of portfolios as evidence of student growth.
- Analysis of students' research reflects awareness of equality, democracy, and solidarity, as witnessed in Catholic social teachings.

Assessment & Evaluation of Student Achievement

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper-pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises, i.e., dictations, and student portfolios.

Accommodations

- Consult with Special Education staff for specific recommendations and accommodations for students identified with special needs according to IEPs.
- Pair students so that one student's strengths help compensate for another student's challenges.
- Adapt the number of required activities and the level of difficulty to agree with the IEPs for students.

Activity 1: Qualcosa non va!

Time: 3 hours

Description

This activity provides students with the opportunity to examine the moral and ethical use of media such as the Internet. They participate in a scavenger hunt using the newspaper, magazines, and the Internet. They learn vocabulary associated with the media. The importance of identifying purpose, audience, and style in order to create a voice in their own writing is examined. Students learn to honour and value the greatness of God's given world and the diversity of its people by experiencing life through journalism.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
2b - reads, understands, and uses written materials effectively;
2d - writes and speaks fluently one or both of Canada's official languages;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
6a - relates to family members in a loving, compassionate, and respectful manner;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);

LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review).

Planning Notes

- Prepare review materials for cardinal numbers over 1000.
- Prepare an activity worksheet (Scavenger Hunt Type Game) listing examples of cardinal and ordinal numbers, and abbreviations.
- Procure Italian newspapers and magazines for Scavenger Hunt Game.
- Visit related web sites on the Internet prior to activity (see Appendix 4A – Scavenger Hunt per Internet).
- Procure small prizes for Scavenger Hunt Game (optional).
- Prepare abbreviations sheet (see Appendix 4B – Alcune abbreviazioni).

Prior Knowledge & Skills

- All language structures and grammar studied to date

Teaching/Learning Strategies

- The teacher reviews cardinal numbers.
- The teacher teaches ordinal numbers and abbreviations (see Appendix 4B – Alcune abbreviazioni).
- The teacher tests new vocabulary taught.
- The teacher distributes activity worksheet (see Appendix 4A – Scavenger Hunt per Internet), as well as copies of Italian newspapers and magazines to students.
- The teacher sets the appropriate time limit for the Scavenger Hunt game.
- The student who completes the activity worksheet task or who has the most identified vocabulary within the established time limit wins a prize (if the teacher wishes) or points.
- Students gather examples of current social problems existing in the world via Internet.
- Students discuss these social problems in class and find possible solutions to them.
- All events selected must be from local, national, and international newspapers or magazines (printed or on the Internet) and Papal documents (available in Italian on the Internet).
- Students (in groups) orally present possible solutions to the class.
- The teacher evaluates group presentations.

Assessment & Evaluation of Student Achievement

Technique	Tool/Method	Who	Strategy
Formative/Diagnostic	Observation	Teacher	Introduction to Vocabulary
Formative/Diagnostic	Observation	Teacher	Scavenger Hunt
Formative	Paper/pencil	Student	Worksheet - Scavenger Hunt Activity Appendix 4A – Scavenger Hunt per Internet
Formative	Observation	Teacher	Discussion
Summative	Paper/Pencil	Student	Vocabulary Test
Summative	Oral	Student/ Teacher	Group Presentations of Possible Solutions

Accommodations

- The teacher should consult individual student IEPs for specific direction on accommodation for individuals.
- Adjust the time allotted for completion of written quiz/test and worksheet.

Appendices

Appendix 4A – Scavenger Hunt per Internet
Appendix 4B – Alcune abbreviazioni

Activity 2: Il potere del telecomando

Time: 5 hours

Description

Students further develop their language skills through group work using hypothetical situations. Use of the subjunctive is reinforced. Students experience script writing and the recording of a documentary. Students discuss possible solutions to problems in our society in light of Gospel social teachings, i.e., forgiveness, love thy neighbour, etc.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, and evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
6c - values and honours the important role of the family in society;
7c - seeks and grants forgiveness.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Planning Notes

- Prepare and provide a list of possible hypothetical situations (see Appendix 4C – Situazioni ipotetiche).
- Prepare review materials on present and past subjunctive.
- Prepare quizzes and tests on the imperfect and pluperfect subjunctive.
- Prepare criteria list for video documentary (see Appendix 4D – Criteri per il documentario).
- Prepare evaluation form for video documentary (see Appendix 4E – Valutazione del documentario).
- Reserve TV, VCR, DVD player and/or video equipment.

Prior Knowledge & Skills

- Indicative verb tenses, conditional verb tenses, imperative, and present and past subjunctives.
- All other language skills/structures learned in previous levels and units.

Teaching/Learning Strategies

- The teacher reviews and quizzes/tests students on the present and past subjunctives.
- The teacher teaches and tests students on the imperfect and pluperfect subjunctives.
- The teacher brainstorms with students for possible hypothetical situations that lead to possible solutions for the next century while identifying Gospel values (see Appendix 4C – Situazioni ipotetiche).
- The teacher divides the class into groups.
- Students choose a hypothetical situation and discuss possible solutions within a time limit.
- The teacher distributes a criteria list for the video documentary (see Appendix 4D – Criteri per il documentario).
- Students write scripts pertaining to the hypothetical situation and to the possible solutions.
- Students submit one copy (per group) of the situation with its possible solutions to the teacher.
- Students prepare documentaries incorporating teacher-approved scripts on video.
- Students present documentaries to the class.
- The teacher evaluates documentaries (see Appendix 4E – Valutazione del documentario).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative/Diagnostic	Oral	Teacher/students	Brainstorm
Formative	Paper/Pencil	Student	Quizzes/tests (see Planning Notes)
Formative	Paper/Pencil	Student (groups)	Script writing
Formative/Diagnostic	Oral	Student	Group discussion
Summative	Oral	Student/Teacher	Videotaped documentary

Accommodations

- Arrange for assistance with written activity and oral presentation. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of written activity/video.
- Adapt expectations according to IEPs, e.g., adapt format and required elements of presentation.
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Appendices

Appendix 4C – Situazioni ipotetiche
Appendix 4D – Criteri per il documentario
Appendix 4E – Valutazione del documentario

Activity 3: Come andrà a finire?

Time: 5 hours

Description

Students research an aspect of Italian and Italo-Canadian history. The teacher gives an overview of Italian historical characters and/or events with special emphasis on current events. Through the study of history, students further develop their knowledge of the Italian language and the forces that have shaped and/or influenced our current standards of common usage. An appreciation of their contributions to the world of art, literature, music, and the Church is highlighted. Students learn to appreciate life as a gift to cherish from God. Cultural heritage, faith traditions, and history are respected and better understood.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1i - integrates faith with life;
2c - thinks reflectively and creatively to evaluate situations and solve problems;
3b - creates, adapts, and evaluates new ideas in light of the common good;
4c - takes initiative and demonstrates Christian leadership;
5c - develops one's God-given potential and makes a meaningful contribution to society;
7a - acts morally and legally as a person formed in Catholic traditions;
7d - promotes the sacredness of life.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, * including a minimum of three genres (e.g., novels, plays, film scripts);
***Note:** students are expected to read at least 200 pages of text (100 intensive, 100 extensive) at this level.
RE1.02 - read aloud with accuracy and fluency;
RE1.03 - demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Planning Notes

- Provide chart paper and markers in order to brainstorm vocabulary related to history in general and to Italian and Italo-Canadian history and culture.
- Prepare quizzes to evaluate new vocabulary and the subjunctive in *certe locuzioni avverbiali.*
- Prepare oral evaluation checklist for *Se...* activity.
- Procure and prepare small blank cue cards and a box in which to put them.

- Prepare flash cards with *certe locuzioni avverbiali* such as *sebbene, purchè, prima che...*
- Verify and secure Internet sites for historical information.
- Prepare evaluation sheet for essay (see Appendix 4F – Scheda di verificazione per il processo di scrittura).

Prior Knowledge & Skills

- All language structures studied to date from previous units and levels
- All indicative verb tenses, all conditional verb tenses and/or all subjunctive verb tenses

Teaching/Learning Strategies

- The teacher encourages students to brainstorm vocabulary related to history in general and to Italian and Italo-Canadian history and culture.
- The teacher gives an overview of Italian historical characters and/or events with special emphasis on current events.
- The teacher writes vocabulary on chart paper.
- The teacher quizzes students on new vocabulary.
- The teacher reviews *l' imperfetto del congiuntivo ed il trapassato del congiuntivo.*
- Teacher teaches *certe locuzioni avverbiali* such as *sebbene, purchè, prima che...*, using flash cards.
- The teacher quizzes (oral/aural) the students on *certe locuzioni avverbiali.*
- The teacher informs the class that they will play the game *Se fossi...* within a time limit set by the teacher.
- The teacher asks students to write down on blank cards any noun (one noun per card) of their choice (proper, abstract, concrete, common) from any historical time period, paying particular attention to new vocabulary taught, i.e., *il sistema solare, il satellite, la creazione del mondo, l' evoluzione, i dinosauri, la preistoria, il rinasciamento, San Francesco, il risorgimento,* etc.
- The teacher collects the cards and places them in a box.
- The teacher distributes 10–15 new blank cards to the students.
- Students are to write one *se* question on the card using the imperfect or pluperfect subjunctive and/or *certe locuzioni avverbiali.*
- The teacher reminds students to use as many different categories as possible (one category per *se* questions), i.e., *Se fossi un fiore, di che colore sarei? o Se fossi un sentimento, quale sentimento sarei?*
- The teacher chooses, at random, a panel of five or six students and one contestant (student) per game. Students who are not chosen become the audience for the game.
- The teacher chooses another panel of five or six students and one contestant for a consecutive game, and so forth until all students have taken part on the panel or as contestants.
- The teacher starts the first game by telling the panelists to sit in front of the class facing the rest of the students and by telling the contestants to sit sideways also at the front, but to one side of the room.
- The teacher informs the class that each game lasts approximately 10 minutes. After asking as many questions as possible, the contestants are obligated to guess the correct answer.
- The teacher picks a card from the box and shows only the panelists the noun on the card chosen (e.g., *San Francesco).*
- The teacher tells the contestant to ask each panelist a different *se* question that he/she has written on blank cards (e.g., *Se fossi un fiore, quale fiore sarei?* etc.).
- The student (panelist) to whom the question is asked responds by giving clues to facilitate a correct response.
- Each panelist responds to the question asked in a similar fashion (Answers vary).
- After 10 minutes, the contestant guesses what the noun is.

- The students write an essay on *Se fossi un personaggio storico, ...* incorporating vocabulary and grammar taught in this unit (see Appendix 4F – Scheda di verificazione per il processo di scrittura).
- The teacher collects the first draft. Suggestions are given and returned to students.
- Students incorporate the suggestions and prepare a second draft for peer assessment and then a final draft to be handed in to the teacher.
- The teacher evaluates the final draft of the essay.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Oral/Aural	Teacher/students	New Vocabulary
Formative	Paper/Pencil	Student	Vocabulary Quiz
Formative/ Diagnostic	Observation	Teacher	Introduction to *certe locuzioni avverbiali*
Formative	Paper/Pencil	Students	Writing Activity - *Se* Questions
Formative	Oral/Aural	Students	Quiz - *locuzioni avverbiali*
Formative	Paper/Pencil	Students	Peer Evaluation of Essay-Second Draft
Summative	Oral/Aural	Students/Teacher	*Se* Activity
Summative	Paper/Pencil	Teacher	Essay - Final Draft

Accommodations

- Consult student's IEPs to make accommodations.
- Provide assistance with oral presentation.
- Adapt expectations according to IEPs, e.g., allotted time, required elements.
- Arrange for assistance with written work. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of essay, oral activity, and quizzes where necessary.
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Appendices

Appendix 4F – Scheda di verificazione per il processo di scrittura.

Activity 4: I fatti nostri

Time: 5 hours

Description

This activity examines representations of the human condition, moral dilemmas, and Gospel values in literature and the media. Skills taught include essay writing and oral presentation etiquette. The teacher insures the use of inclusive and representative materials. Students use literary knowledge acquired in Italian Level 3 University Preparation to create a "talking book." Their activity includes a glance into possible solutions that may aid in resolving global differences. Students examine, evaluate, and reflect upon life's choices and opportunities as Christians. Students are taught to recognize Gospel values and that Good always prevails over Evil.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
5c - develops one's God-given potential and makes a meaningful contribution to society;
6c - values and honours the important role of the family in society;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a videoconference with students from another school);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);

WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs).

Planning Notes

- Provide review materials on all tenses of the subjunctive mood.
- Prepare materials for study in the Sequence of tenses.
- Provide and prepare a checklist for writing (see Appendix 4F – Scheda di verificazione per il processo di scrittura).
- Provide a list of countries from which the students may choose their topic to create a "talking book" (see Appendix 4G – Alcuni paesi del mondo).
- Prepare evaluation for final product (see Appendix 4H – Valutazione scritta and Appendix 4I – Valutazione per presentazioni orali).

Prior Knowledge & Skills

- All tenses of the indicative mood
- All tenses of the subjunctive mood
- All tenses of the conditional mood
- The imperative mood
- All previously taught language structures

Teaching/Learning Strategies

- The teacher prepares previously taught structures for review (see Planning Notes).
- Students continue the study of the subjunctive mood in present and past tenses.
- The teacher teaches the Sequence of tenses.
- Students are tested on the proper usage of new grammatical structures.
- The teacher distributes a checklist on writing a final product (see Appendix 4F - Scheda di verificazione per il processo di scrittura).
- The teacher distributes a list of possible topics from which students may select a region of Italy and/or any country in order to create an original story for their "talking book" (see Appendix 4F – Scheda di verificazione per il processo di scrittura).
- Students group themselves in pairs and begin to brainstorm ideas for their story which illustrates Gospel values and in which Good prevails over Evil.
- Students begin to write a rough (first) draft for their story (see Appendix 4F - Scheda di verificazione per il processo di scrittura).
- Students provide the teacher with a written rough copy of their story prior to the due date of the final copy.
- The teacher edits the rough draft by giving suggestions and returns it to students.
- Students revise their story based on teacher's suggestions.
- Students rewrite, complete, and illustrate their story on book format.
- Students record story on audiocassette or on a compact disk.

- Students submit their final draft (in book format) and the recorded version to the teacher.
- The teacher evaluates the written final product and the recorded final product (see Appendix 4H - Valutazione scritta and Appendix 4I – Valutazione per presentazioni orali).
- Final products, recorded and illustrated versions may be shared with the class and/or with elementary students (a field trip possibility).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative/ Diagnostic	Observation	Teacher	Oral Communication and Participation
Formative	Paper/Pencil	Student	Subjunctive Moods - Quizzes
Formative	Paper/Pencil	Student	Sequence of tenses
Formative	Brainstorming/Rough Copy/Peer Evaluation	Student and Teacher	Written First Draft of Story
Formative	Rough Copy	Teacher	Written First Draft
Formative	Peer Evaluation	Student	Written Second Draft
Summative	Evaluation Form	Teacher	Final Draft of Story and Recorded Copy

Accommodations

- Arrange for assistance and extra time in preparing story.
- According to IEPs, adapt format and required elements of a short story, e.g., elements required, length, etc.
- Consult with Special Education staff for recommendations regarding assessment and evaluation.

Appendices

Appendix 4F – Scheda di verificazione per il processo di scrittura
Appendix 4G – Alcuni paesi del mondo
Appendix 4H – Valutazione scritta
Appendix 4I – Valutazione per presentazioni orali

Activity 5: C'è da dire

Time: 4 hours

Description

This activity reinforces the skills and knowledge learned throughout the Level 4 University Preparation course thus far. Students conclude their cultural and linguistic journey by writing a speech. Writing skills are an essential component of academic preparation for university level studies. This activity challenges students to develop their ability to discern a moral conscience. By integrating Faith and life experiences, students explore practical communication and creative expression. Students demonstrate Christian leadership by preparing a formal oral speech that illustrates the diversity and interdependence of our contemporary society.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
2c - presents information and ideas clearly and honestly and with sensitivity to others;

3c - thinks reflectively and creatively to evaluate situations and solve problems;
3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.02 - read aloud with accuracy and fluency;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources);
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);
WR1.02 - express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proof read their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Planning Notes

- Provide a list of possible current social issues from which students may select one and on which they prepare an oral presentation.
- Procure a video-documentary through which students may witness an example of a speech.
- Procure TV and VCR.
- Prepare activity worksheet with questions examining how a speech is given (see Appendix 4J – Sul discorso).
- Prepare a checklist on how to write a speech (see Appendix 4K – Pensare al suo discorso/scrivere un discorso).
- Prepare evaluation of speech (see Appendix 4L – Valutazione del discorso scritto and Appendix 4L – Valutazione per presentazioni orali).
- Reserve use of the Internet, CD players, and audio cassette players.
- Reserve time in the library resource centre for students to find information on the Internet (e.g., historical origin, uses, and importance significance to Italian culture).

Prior Knowledge & Skills

- All language structures taught in previous Units and levels.

Teaching/Learning Strategies

- The teacher shows a video documentary in which students witness an example of a speech.
- Students watch and examine a speech given in a video documentary.
- Students answer questions on activity worksheet (see Appendix 4J - Sul discorso).
- Students brainstorm possible current social issues existing in the world.
- The teacher distributes a list of possible current social issues existing in the world.
- Students select their speech topic from the list.
- Students complete checklist (see Appendix 4K – Pensare al suo discorso/scrivere un discorso/Progettare il suo discorso and Appendix 4L – Valutazione del discorso scritto).
- Students write first draft on selected speech topic in which they illustrate attitudes and values founded on Catholic social teachings.
- Students edit and revise first draft.
- The teacher collects second draft and supplies added suggestions for revision.
- Students edit speech based on teacher's suggestions.
- Students rewrite speech.
- Students memorize and practise the delivery of speech.
- Students present speech to class.
- Students submit a written copy of speech to the teacher.
- The teacher evaluates speech (see Appendix 4L – Valutazione del discorso scritto and Appendix 4I - Valutazione per presentazioni orali).

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Activity Worksheet
Formative	Observation	Teacher	Activity Checklist
Formative/Diagnostic	Checklist	Teacher	Brainstorm ideas/Group Collaboration
Formative	Peer Evaluation	Student	First Draft of Speech
Formative	Second draft	Teacher	Second Draft of Speech
Summative	Checklist	Teacher	Oral Presentation of Speech - Appendix 4I – Valutazione per presentazioni orali
Summative	Evaluation	Teacher	Written Final Draft of Speech

Accommodations

- Pair students with a sensitively selected partner.
- Arrange for extra assistance with the research and preparation of the speech.
- Adapt the format and required elements of the oral presentation of speech and the written final copy.
- Refer to recommendations regarding assessment and evaluations made by Special Education staff.

Appendices

Appendix 4I – Valutazione per presentazioni orali
Appendix 4J – Sul discorso
Appendix 4K – Progettare il suo discorso/scrivere un discorso
Appendix 4L – Valutazione del discorso scritto

Appendix 4-A

Scavenger Hunt per Internet

Esplori la pagina Web scelta dal Suo professore. Navighi sull' Internet per trovare le seguenti informazioni.

1. Come saranno le previsioni del tempo per la Sua città nei prossimi giorni?
2. Com'è la previsione meterologica di oggi per Roma? (Capri, Milano, Taormina, ecc.)
3. Cerchi un articolo sull'economia italiana preso da un giornale italiano. Come si chiama il giornale? Come s'intitola l'articolo? Come si chiama il (la) giornalista? Di che data è l'articolo?
4. Trovi un agente di viaggi che Le venda un biglietto per viaggiare nella giungla dell'Amazzone.
5. Cerchi i nomi di tre musei in Canadà (in Italia, a San Marino, ecc.).
6. Cerchi informazioni sulla possibilità di studiare a Roma (Perugia, Padova, Madrid, Alessandria, ecc.).
7. Trovi la rotta della migrazione delle farfalle Monarche dal Canadà al Messico.
8. Cerchi i titoli di tre romanzi scritti da Alberto Moravia (tre drammi scritti da Natalia Ginzburg, tre poesie scritte da Giosuè Carducci o da Cesare Pavese, ecc.).
9. Elenchi l'orario di partenza della linea aerea Air Canadà da Toronto a Roma (a Milano, ecc.).
10. Trovi una pagina Web che abbia una cartina geografica dell'Italia che possa essere duplicata.
11. Trovi una pagina Web che dia informazioni sullo studio del cancro (del diabete, degli attrosi, ecc.).
12. Cerchi una pagina Web per mandare cartoline elettroniche di Natale (Pasqua, San Valentino, ecc.).
13. Cerchi il nome di tre festival culturali in Italia. Dica dove hanno luogo e quando (tre feste religiose, ecc.).
14. Cerchi e scriva il nome di 5 capi di stato attuali europei (africani, sudamericani, ecc.).
15. Cerchi una pagina Web per potere ascoltare musica moderna italiana (dialettale, classica, ecc.).
16. Cerchi una pagina Web per potere fare richerche genealogiche.
17. Cerchi una pagina Web che dia informazioni sugli sport italiani come ad esempio il calcio.
18. Cerchi una pagina Web del Vaticano.
19. Cerchi una pagina Web che dia informazioni sui film in lingua italiana.
20. Cerchi una pagina Web per potere fare richerche sui partiti politici italiani.

Appendix 4B

Alcune abbreviazioni

A.C.	Azione Cattolica	a.C.	avanti Cristo
ACPOL	Associazione di Cultura Politica	a.D.	Nell'anno del Signore (Anno Domini)
A.G.U.S.	Associazione del Giornalisti degli Uffici Stampi	A.L.F.A.	Anomina Lombarda Fabbrica Automobili (Romeo)
ALITALIA	Aerolinee Italiane Internazionali	A.N.A.S.	Azienda Nazionale Autonoma delle Strade
A.N.S.A.	Agenzia Nazionale Stampa Associazione	A.R.C.E.	Associazione per le Relazioni Culturali con l'Estero
B.C.I.	Banca Commerciale Italiana	B.N.L.	Banca Nazionale del Lavoro
C.A.P.	Codice di Avviamento Postale	CC	Carabinieri
C.C.	Codice Civile	C.E.R.N.	Comitato Europeo di Ricerche Nucleari
CESES	Centro Studi e Ricerche sui Problemi Economici e Sociali	C.F.S.	Corpo Forestale dello Stato
C.N.E.N.	Comitato Nazionale per l'Energia Nucleare	C.N.R.N.	Comitato Nazionale Ricerche Nucleari
C.O.I.	Centro Orientamento Immigranti	F.I.A.T.	Fabbrica Italiana Automobili Torino
I.N.A.I.L.	Istituto Nazionale per l'Assicurazione contro gli Infortuni sul Lavoro	ALALC	Associazione Latino Americano de Libero Scambio (LAFTA)
MIEC	Movimento Internazionale degli Studenti Cattolici	M.I.F.E.D.	Mercato Internazionale del Film del Documentario
OTAN	Organizzazione del Trattato Nord Atlantico (NATO)	N.B.	Nota bene
N.S.G.C.	Nostro Signore Gesù Cristo	N.T.	Nuovo Testamento
O.I.R.	Organizzaione Internazionale per i Rifugiati	O.I.R.T.	Organizzazione Internazionale di Radio-diffusione e Televisione
O.M.N.	Organizzazione Meterologica Mondiale	O.N.A.R.M.O.	Opera Nazionale Assistenza Religiosa Morale Operai
O.N.A.S.	Ordine Nazionale Autori e Scrittori	O.N.U.	Organizzazione delle Nazioni Unite
O.R.U.	Organismo Rappresentativo Universitario	O.S.A.	Organizzazione degli Stati Americani
O.V.N.I.	Oggetti volanti non-identificati	p.es.	per esempio
P.L.I.	Partito Liberale Italiano	P.M.	Pontefice Massimo/ Pubblico Ministero

Appendix 4B (Continued)

P.R.I.	Partito Repubblicano Italiano	P.S.D.I.	Partito Socialista Italiano
P.S.I.U.P.	Partito Socialista di Unità Proletaria	P.S.U.	Partito Socialista Unificato
P.T.P.	Posto Telefonico Pubblico	R.A.I.	Radio Audizioni Italiane
R.A.U.	Repubblica Araba Unita	R.S.I.	Repubblica Sociale Italiana
R.S.M.	Repubblica di San Marino	R.U.	Relazioni umane
S.A.I.	Società Attori Italiani	S.E.D.I.	Società Editrice dei Documentari Italiani
S.E.I.	Società Editrice Internazionale	S.Em.	Sua Eminenza
S.I.A.E.	Società Italiana Autori ed Editori	S.P.	Santo Padre
S.p.A.	Società per Azioni	S.P.E.S.	Servizio Propaganda e Stampa
S.P.I.	Società per la pubblicità in Italia	S.P.M.	sue proprie mani
S.R.C.	Santa Romana Chiesa	S.R.I.	Sacro Romano Impero
S.S.	Sua Santità/Santa Sede/ Santi	S.V.I.	Signoria Vostra Illustrissima
U.C.A.I.	Unione Cattolica Artisti Italiani	U.C.D.	Ufficio Catechistico Diocesano
U.C.I.D.	Unione Cristiana Imprenditori Dirigenti	U.C.I.P.	Unione Cattolica Internazionale della Stampa
U.C.S.I.	Unione Cattolica della Stampa Italiana	U.D.I.	Unione Donne Italiane
U.E.F.	Unione Europea dei Federalisti	U.E.F.A.	Unione Europea delle Federazioni di Calcio
U.E.O.	Unione dell'Europa Occidentale	U.M.O.F.C.	Unione mondiale delle Organizzazione Femminili Cattoliche
U.N.E.S.C.O.	Organizzazione delle Nazione Unite per l'Educazione, la Scienza, la Cultura	UNICE	Unione delle Industrie della Comunità Europea
U.N.I.C.E.F.	Fondo Internazionale di Emergenza per l'Infanzia delle Nazioni Unite	U.R.S.S.	Unione delle Repubbliche Socialiste Sovietiche
U.S.A.	Stati Uniti d'America	U.S.P.I.	Unione della Stampa Periodica Italiana
U.S.S.I.	Unione Stampa Sportiva Italiana		

* Source: Zingarelli, Nicola. *Vocabolario della lingua italiana.* Bologna: Nicola Zanchelli SpA., 1970. ISBN n/a

Appendix 4 C

Situazioni ipotetiche

1. Dopo di una guerra nucleare o biochimica dovete ripopolare la Terra però potete scegliere sette persone fra dodici che hanno sopravvissuto il disastro. Ognuno è d'una certa età, ha una professione o un mestiere e diverse caracteristiche positive e negative e dei problemi personali.
2. Dopo di un disastro mondiale, voi dovrete viaggiare nello spazio. Che/Chi portereste e perchè?
3. I grandi artisti del passato visitano gli artisti di oggi.
4. Cristoforo Colombo visita il nuovo mondo 500 anni dopo la sua scoperta (Padre Pio visita il suo paese dopo la beatificazione, ecc.).
5. Hai scoperto il modo di restare sempre giovane.
6. Stai per sposarti ma scopri che il tuo futuro partner è il tuo fratellastro (la tua sorellastra, tuo cugino, ecc.).
7. È la fine del Mondo e Gesù viene per rendere il giudizio universale. Chi sceglierà? E perchè?
8. Mentre viaggi per un paese sconosciuto conosci il tuo doppio (clono).
9. Un giorno ti svegli e scopri che sei un'altra persona.
10. Hai appena inventato il cibo del futuro (p.es. le angurie quadrate).
11. La Terra è stata invasa da extraterrestri che vi ordinano di scegliere una persona che deve essere eliminata di modo che il mondo venga salvato da pestilenze e terribili catastrofi. Chi sceglieresti e perchè? Sarebbe un uomo o donna? ecc.
12. Hai inventato gli occhiali con cui puoi vedere il punto di vista di una persona scelta. Chi sceglieresti? Cosa diresti? Che influenza avresti nel mondo? ecc.
13. Hai la fortuna/sfortuna di essere giornalista per un giorno e devi intervistare una persona scelta. Chi sceglieresti? Cosa le chiederesti?
14. Hai inventato un sistema politico ideale che può portare pace ed armonia in questo mondo. Descrivi e discuti questo sistema.
15. Hai conosciuto una persona del passato che diventa parte del tuo futuro e della tua felicità. Chi sarebbe? Perchè?
16. Hai inventato un superanimale poliziesco che lotta contro la violenza ed il terrorismo. Come lo chiameresti? Come lo useresti e perchè?

Appendix 4D

Criteri per il documentario

Il vostro documentario dovrà includere i seguenti elementi.

❑ Un titolo adatto
❑ Una situazione ipotetica
❑ Un buon riassunto dei fatti ipotetici
❑ Evidenza che sostenga la situazione e fatti ipotetici
❑ Interviste/Commenti sui problemi incontrati
❑ Corrispondenti e rapporti giornalistici (il numero dipende dalla situazione ipotetica)
❑ Linguaggio che rifletta la situazione ipotetica
❑ Foto, mappe, altri mezzi audiovisivi, musica
❑ Suggerimenti che ispirino soluzioni possibili
❑ Chiarezza/Coerenza

Appendix 4E

Valutazione del documentario

Attrae l'attenzione del pubblico sin dall'inizio	/5
Presenta chiaramente la situazione ipotetica	/10
È linguisticamente e artisticamente creativo	/10
Contiene un titolo, una situazione ipotetica, un riassunto e soluzioni possibili	/10
Le interviste, i commenti ed i reportage sono molto efficaci	/10
Le foto, mappe, mezzi audiovisivi e musica contribuiscono alla totalità artistica del documentario	/10
Il linguaggio è molto efficace, chiaro, e coerente	/10
Buon uso della grammatica	/15
Buona pronunica ed intonazione	/15
Mantiene l'attenzione del pubblico fino alla fine	/5
Totale	/100
Commenti:	

Appendix 4F

Scheda di verificazione per il processo di scrittura

Nome _____ Data _____

Faccia una X vicino alla risposta corretta.

Prima di scrivere. Per organizzarmi…

Ho pensato ad un tema _____	Ho fatto uno schema _____	Ho investigato _____
Ho parlato con altri _____	Ho osservato _____	Ho usato l'immaginazione _____
Ho fatto un'intervista _____	Ho fatto domande _____	Altro _____

L'Abbozzo. Per fare l'abbozzo…

Ho organizzato tutto in maniera logica _____	Ho fatto un abbozzo _____	Ho scritto cartelline _____
Ho annotato _____	Ho scritto un'introduzione _____	Ho scritto una conclusione _____
Altro _____		

Correzioni. Per raggiungere una versione finale di qualità…

Ho chiesto suggerimenti ad altre persone _____	Ho riesaminato l'introduzione _____	Ho riesaminato la conclusione _____
Ho cercato errori grammaticali _____	Ho riesaminato l'ordine delle idee _____	Ho cercato gli errori ortografici _____
Ho aggiunto più dettagli _____	Altro_____	

Redazione finale. Per avere una versione finale…

Ho fatto tutto il possibile per finalizzare il mio compito scritto _____

Consegni questa Scheda di verificazione con la Sua versione finale del compito al professore per la valutazione.

Firma _____ Data_____

Appendix 4G

Alcuni paesi del mondo

L'Afganistan	L'Algeria	L'Arabia Saudita	L'Argentina
L'Australia	L'Austria	Il Belgio	La Bolivia
Il Brasile	La Bulgaria	Il Camerun	Il Canada
La Cecoslovacchia	Il Messico	Il Cile	La Cina
La Colombia	La Corea del Nord	La Corea del Sud	La Costa Rica
La Cuba	La Danimarca	La Repubblica Dominicana	L'Ecuador
L'Egitto	Il Salvador	Gli Emerati Arabi Uniti	L'Etiopia
Le Filippine	La Finlandia	La Francia	La Germania
La Giamaica	Il Giappone	La Grecia	La Guatemala
L'Honduras	L'India	L'Iran	L'Iraq
L'Irlanda	L'Israele	L'Italia	L'Iugoslavia
Il Libano	La Libia	Il Marocco	La Nicaragua
La Norvegia	La Nuova Zelanda	Il Pakistan	Il Panamà
Il Paraguay	Il Perú	La Polonia	Il Portogallo
Il Regno Unito	La Romania	La Russia	La Spagna
La Repubblica Sudafricana	Gli Stati Uniti	La Svezia	La Svizzera
La Tunisia	La Turchia	L'Ungheria	La Venezuela
Lo Zaire	La Croazia	La Slovenia	

Appendix 4H

Valutazione scritta

Linguaggio: (35)	
Uso del vocabolario	**/10**
Revisione dell'ortografia	**/5**
Uso delle strutture grammaticali	**/10**
Creatività linguistica	**/10**
Contenuto/Coerenza (Contiene l'informazione necessaria): **(35)**	**/35**
Organizzazione: (25)	
Stile	**/10**
Paginazione	**/5**
Organizzazione logica	**/10**
Intitolazione: (5)	**/5**
Totale: (100)	**/100**
Commenti:	

Appendix 4I

Valutazione per presentazioni orali

Pronuncia (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Intonazione (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Organizzazione/Preparazione (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Contenuto/Coerenza (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Vocabolario (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Grammatica (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Creatività e originalità (5)	**1**	**2**	**3**	**4**	**5**					
Iniziativa (5)	**1**	**2**	**3**	**4**	**5**					
Comportamento/Entusiasmo (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Riconoscimento culturale (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Comprensione orale/Impressione generale (10)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Totale	**/100**									
Commenti:										

Appendix 4J

Sul discorso

Nome _____ Data_____

Ispezioni il discorso e poi risponda alle seguenti domande.

1. Come fa l'autore a cattivare l'atttenzione del pubblico?
2. Perchè pensa che l'autore abbia usato un racconto (una favola, ecc.) nel suo discorso?
3. Cerchi al meno due casi dove l'autore abbia usato ripetizione di parole, frasi o proposizioni per mettere in rilievo una questione.
4. Perchè pensa che l'autore abbia usato il dialogo (il dialetto, ecc.) nel suo discorso?
5. Trovi un esempio di forte metafora visiva.
6. Trovi per lo meno un esempio di proposizione che riassuma il discorso.

Appendix 4 K

Pensare al suo discorso/scrivere un discorso

Nome _____ Data _____

Completi la schedina seguente per aiutarLa a riscrivere un saggio come discorso.

Considerazione	Risposta/Reazione
Tema/Assunto	
1. Qual è il tema/assunto del suo discorso? 2. Quali domande potrà fare il pubblico su questo tema/assunto?	
Pubblico	
1. Chi è il mio pubblico? 2. Che informazioni dovrò spiegare a questo pubblico? 3. Dovrò chiarire le mie opinioni a questo pubblico? Se sì, come potrò farlo?	
Intenzione/Motivo	
1. Perchè mi hanno chiesto di fare un discorso? 2. Devo informare, persuadere, o intrattenere il mio pubblico?	
Luogo	
1. Dove parlerò? Questo come potrà effettuare il mio discorso? 2. Quando parlerò come potrà questo effettuare il mio discorso?	

Progettare il suo discorso

Preoccupazioni	Soluzioni
Come potrò richiamare l'attenzione del pubblico?	
Come potrò mantenere l'attenzione del pubblico durante tutto il discorso?	
Che tipo di linguaggio userò?	
Come potrò ben comunicarmi con il pubblico? Quale messaggio vorrò comunicare?	

Riesamini le sue risposte/reazioni nella schedina "Pensare al suo discorso." Usi queste idee per riscrivere un saggio come un discorso efficace.

Appendix 4L

Valutazione del discorso scritto

Linguaggio: (30)	
Uso del vocabolario	**/10**
Ortografia	**/10**
Uso delle strutture grammaticali	**/10**
Contenuto/Coerenza: (30)	**/30**
Organizzazione: (25)	
Stile	**/10**
Paginazione	**/5**
Organizzazione logica	**/10**
Titolo: (5)	**/5**
Bibliografia: (5)	**/5**
Citazioni: (5)	**/5**
Totale:	**/100**
Commenti:	